

***U.S. Department of Education***  
***2012 National Blue Ribbon Schools Program***  
***A Public School - 12MN3***

School Type (Public Schools):      ☐ Charter      ☒ Title 1      ☐ Magnet      ☐ Choice  
(Check all that apply, if any)

Name of Principal: Ms. Debbie Morris

Official School Name: Dassel Elementary School

School Mailing Address:      PO Box 368  
   Dassel , MN 55325-0368

County: Meeker County      State School Code Number\*: 003

Telephone: (320) 286-4100      E-mail: debbie.morris@dc.k12.mn.us

Fax: (320) 286-4151      Web site/URL: http://www.dc.k12.mn.us/dassel/index.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Jeff Powers      Superintendent e-mail: jeff.powers@dc.k12.mn.us

District Name: Dassel-Cokato Public School District      District Phone: (320) 286-4100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Kevin Bjork

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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12MN3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

12MN3

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district \_\_\_\_\_ 2 Elementary schools (includes K-8)  
(per district designation): \_\_\_\_\_ 1 Middle/Junior high schools  
\_\_\_\_\_ 1 High schools  
\_\_\_\_\_ 0 K-12 schools  
\_\_\_\_\_ 4 Total schools in district
2. District per-pupil expenditure: \_\_\_\_\_ 8305

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: \_\_\_\_\_ 2
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	12	7	19		6	0	0	0
K	39	30	69		7	0	0	0
1	30	35	65		8	0	0	0
2	34	32	66		9	0	0	0
3	31	46	77		10	0	0	0
4	29	42	71		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								367

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
0 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
94 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	3
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2010	367
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 34%

Total number of students who qualify: 125

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>12</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>23</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>5</u>
Total number	<u>24</u>	<u>32</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☐ Yes

If yes, what was the year of the award? Before 2007

Dassel Elementary is worthy of Blue-Ribbon status because of the heart and soul poured into the academic, emotional, and social development of our children through the combined efforts of administration, staff, students, parents, and volunteers. Our mission statement, "Building a Better Tomorrow", guides us every day. As the caring bus drivers drop off students and the walkers enter the door, staff is on hand to welcome them. The 'question of the day' is posted on the morning message outside the principal's office. Breakfast is served and the kitchen is busy preparing the noon lunch. The walls are decorated with the students' art and the floor shines. This is the place where everyone wants to be.

Dassel Elementary continues to strive for excellence by implementing goals for all students and staff. These goals include the Character Pillars: respect, responsibility, resiliency, integrity, compassion, and understanding diversity. Students at school are encouraged to create a positive self-image, become life-long learners, use higher level thinking, and display good citizenship. Together, these factors give significance to our motto "Home of Kids Who CARE" (Caring and Respect Everyday). By meeting the needs of students at their developmental level, Dassel Elementary has created a safe place for students to learn, grow and thrive. Students are encouraged to move forward in their education by utilizing the strengths they've gained or learned outside of school, creating a community of learning that surrounds them not only within the building, but at home, on the playground, and the other important places of children. Dassel Elementary has diligently addressed student needs through special programming listed below.

- Jumpstart, a breakfast meeting before school, gives a small group of 3rd and 4th graders support with organizational, behavioral, and academic issues. Jumpstart leaders, including the school social worker, are in direct contact with the students' classroom teachers through individualized behavior programs, providing encouragement to help "jumpstart" the students' days on positive notes.
- CARE Group time is an integral part of building positive relationships and promoting academic success throughout the school. During CARE time, students are engaged in multiple intelligence learning activities through art, reading, games, character education, and OLWEUS anti-bullying lessons. All nine care groups, each made up of 30 students from grades 1-4, choose a "golden ruler" who exemplifies how to "treat others the way s/he would want to be treated every month. Students remain with their same CARE Group family throughout their entire academic career at Dassel Elementary.
- STARS (Students Are Reaching Success) program, a dynamic and effective program that meets on a weekly basis after school, has a target population of first through fourth graders. Led by staff members under the guidance of the school social worker, it provides opportunities for students to engage in activities which they might not otherwise have an opportunity to experience.

The dedication these programs represent stands as a testimony to our joint pursuit of student success. These types of partnerships forge a pathway to our student's future that is cemented with utmost respect for every individual, acknowledging the potential that every child possesses.

The traditions and milestones run deep at Dassel Elementary and contribute to the community's recognition as being one of the top two places in Minnesota to raise a child. The school has deep roots in the community where many students are third generation. Dassel Elementary fosters a sense of belonging with a Back-to-School Open House, first day kick-off, and daily student-led announcements. Family and country are honored with a daily patriotic song and school-wide reciting of the Pledge of Allegiance, a

Veteran's Day program, an annual Grandparent's Day (31 years and counting), and Donuts for Dads and Muffins for Moms. Monthly STEP UP days encourage stepping up to prevent bullying and filling people's buckets. Other traditions include: character building productions (CLIMB Theater, Critters & Company); a Smithsonian Music Exhibit; Fire Prevention programming; holiday bingo and sing-along events; Christmas Stores; food shelf donations; Bingo for Books family night; I Love to Read Month; Jump Rope for Heart; Arts and Academics Awards (AAA); music concerts; field trips; School Patrol; a first grade Bike Rally/Helmet Giveaway; Track and Sports Day; Kindergarten Round-Up; grade level celebrations; an all-school picnic; and Awards Program.

Community involvement at Dassel Elementary can be seen through the roles of people on our staff and volunteer list, including; retired citizens, school board members, current custodial staff, and many others that make our school part of their routine. There is a tradition of excellence and a pride taken in being involved here; it shows every day in the number of people visiting our building to work with children. Whether the child is a struggling reader or a gifted math student, there is someone that has found time to make him/her feel important.

### 1. Assessment Results:

#### A. Title I Assessments – <http://education.state.mn.us>

The Minnesota Comprehensive Assessment (MCAs) and alternate assessments (MCA-Modified) and Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards and also meet the requirements of the Elementary and Secondary Education Act (ESEA).

**Reading:** MCA (grades 3-8, 10) or MCA-Modified (grades 5-8,10) or MTAS (grades 3-8, 10)

**Mathematics:** MCA (grades 3-8, 11) or MCA-Modified (grades 5-8, 11) or MTAS (grades 3-8, 11)

The Minnesota Department of Education establishes performance levels for the standardized tests administered at Dassel Elementary. The Minnesota Comprehensive Assessments, MCA tests, are given to students in third and fourth grade. The Achievement Level Descriptors for students Meeting the Standards and Exceeding the Standards may be found on the Minnesota Department of Education's web-site: <http://education.state.mn.us/MDE/EdExc/Testing/AchievLevDesc/>

#### **Grades Three and Four - Reading**

MEETS THE STANDARDS – Students at this level of reading meet the reading skills of the Minnesota Academic Standards.

EXCEEDS THE STANDARDS – Students at this level of reading exceed the reading skills of the Minnesota Academic Standards.

Skill Areas – vocabulary expansion skills, comprehension skills, and literature skills

#### **Grades Three and Four – Math**

MEETS THE STANDARDS – Students at this level of math meet the math skills of the Minnesota Academic Standards.

EXCEEDS THE STANDARDS – Students at this level of math exceed the math skills of the Minnesota Academic Standards.

Skill Areas – number and operation, algebra, geometry and measurement, and data analysis

Students at Dassel Elementary would be expected to achieve a MEETS or EXCEEDS on the MCA tests in the areas of reading and math. Students taking the alternative tests would be expected to receive a passing grade.

B. Every year we analyze our progress on the Minnesota Comprehensive Assessments (MCA) in the areas of mathematics and reading. Dassel Elementary has shown steady progress in student achievement over the past five years. Great gains have been made as large percentages of students moved into and beyond grade level expectations established by the state of Minnesota. The “meets” and “exceeds” categories, as described in 1A, count as indicators for our school as far as making adequate yearly progress (AYP). Dassel Elementary has made AYP every year in the last five years.

#### **Summary Analysis of Data:**

##### **Third Grade Math**

From 2006-07 to 2009-10, the overall percentage increase at the MEETS/EXCEEDS level was +19.78. A new version of the math test was administered in 2010-11 (MCAIII). Even with the ‘increased rigor’ from the MCA II to MCA III, the overall percentage increase at the MEETS/EXCEEDS level was

+15.05.

#### **Subgroups**

Free and Reduced: From 2006-07 to 2009-10, the overall percentage increase at the MEETS/EXCEEDS level was +13.23.

With the new version and 'increased rigor' from the MCA II to MCA III from 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +13.68.

Special Education: From 2006-07 to 2009-10, the overall percentage increase at the MEETS/EXCEEDS level was +6.25.

With the new version and 'increased rigor' from the MCA II to MCA III from 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +10.

#### **Fourth Grade Math**

From 2006-07 to 2009-10, the overall percentage increase at the MEETS/EXCEEDS level was +6.6.

With the new version and 'increased rigor' from the MCA II to MCA III from 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +8.9.

#### **Subgroups**

Free and Reduced: From 2006-07 to 2009-10, the overall percentage increase at the MEETS/EXCEEDS level was +4.82.

With the new version and 'increased rigor' from the MCA II to MCA III from 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +29.66.

Special Education: From 2006-07 to 2009-10, the overall percentage increase at the MEETS/EXCEEDS level was +14.7.

With the new version and 'increased rigor' from the MCA II to MCA III from 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +11.37.

#### **Third Grade Reading**

From 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +4.

#### **Subgroups**

Free and Reduced: From 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +12.83.

Special Education: From 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +15.55.

#### **Fourth Grade Reading**

From 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +11.5.

#### **Subgroups**

Free and Reduced: From 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +14.65.

Special Education: From 2006-07 to 2010-11, the overall percentage increase at the MEETS/EXCEEDS level was +1.12.

#### **10% Gap –**

Math /Reading– An achievement gap was noted for the Hispanic, Limited English Proficiency, and Special Education sub groups. All student results are analyzed individually and intervention plans are implemented, including support by EL (English Language) and Special Education teachers where appropriate. (Additional information under Part IV #2 – Using Assessment Results)

Dassel Elementary is fortunate to have an exceptional staff. Administration, teachers, and paraprofessionals are dedicated to professional development so they can contribute to student growth and accomplishments at all levels, at each grade level. Other factors of success include: relatively low mobility rates and low absenteeism.

## **2. Using Assessment Results:**

Dassel Elementary has implemented a formal process to evaluate student assessment results based upon a tiered system. Students are progress monitored, and as needed are provided enrichment or interventions according to a *Three-Tier Model of Service*. Tier 1 includes approximately 75 – 85% of the students and utilizes *Universal Interventions* to meet the needs of students. Tier 2 is considered our *Targeted Group Interventions* and serves approximately 10 – 15% of the students. Students in this group are provided

individualized instruction with a Title paraprofessional, as well as skill-group teaching, differentiated interventions, work with parent volunteers, small group work, and, as applicable, work with a reading specialist. Tier 3 is our *Intensive, Individual Interventions*, and includes approximately 5-10% of our students. At this level the frequency of intervention time is increased and the intervention is targeted to an individualized set of skills.

In June, students entering kindergarten are given the opportunity to participate in a kindergarten screening process. Students who participate and are identified in the lowest percentile are offered the chance to participate in a program called BOOST. BOOST allows kindergarten students the opportunity to attend kindergarten fulltime, as compared to the others attending halftime. The screening identifies areas where students need additional support in reading or math. All information from this screening is examined to prepare services for all levels of students in the upcoming year.

In the fall a building level team, known as the Response to Intervention (RTI) team, is established to collect and record data for students performing at the 40th percentile and below on at least one school/district/state wide assessment, in the areas of reading and math. The RTI team consists of a member from kindergarten through third grade, a special education teacher, a social worker, and an administrator. Initially, the team meets to analyze data received from the Minnesota Comprehensive Assessments (MCA) regarding students in 4th grade. Students performing in the 'Did Not Meet' or 'Partially Met' category are graphed. Simultaneously, the fourth grade team meets to analyze the data for students performing at the MEETS and EXCEEDS categories. Researched based strategies are discussed in daily/weekly Professional Learning Communities (PLC) to chart a course for effective instructional differentiation from the beginning of school at all levels. As students in second through fourth grade complete the NWEA MAPS test, their RIT scores are also graphed. The RIT scores allow the RTI team and teachers the opportunity to access the DesCartes component. The DesCartes program lays out a learning continuum in a variety of skill areas. The skill areas are studied and an individualized program is established to support or enhance a student's performance levels. NWEA tests are given again, as a progress monitoring tool, in January (Title/teacher recommended) and in May. Teachers in kindergarten and first grade utilize district created benchmark assessments to test students starting in September in the areas of math and reading. Progress monitoring checks are taken on students, scoring in the 40th percentile or below, in October, January, March, and May. The RTI team maintains charts and graphs on these students throughout the year.

All grade level PLC teams utilize individual student data and grade level assessment data to establish grade level instructional goals, and also individual student goals. Additional information is collected and maintained on each child utilizing curriculum assessments, running records, and Rigby checkpoints, as applicable.

In the spring of the year, a select group of students from third grade, performing in the gifted and talented range, are offered the opportunity to take the Cognitive Abilities test. Students taking the test and scoring in the top percent are offered the opportunity to participate in the Odyssey program during their 4th grade year.

Performance results on assessments are also utilized to place students in support/enrichment programs throughout the year. Some examples of these programs include: Math/Science Camps, Book Clubs, Science/Writing/Math Enrichment Groups, math and reading small groups, curriculum mini groups, Reading Counts contracts, and reading/math 'BOOST' groups with parent volunteers.

Teachers communicate progress with parents through personal contact, by utilizing a weekly/daily planner, and with weekly/monthly newsletters throughout the year. Teachers actively engage parents in their children's education through reading incentives, NWEA student goal planning, and by encouraging participation in school activities. Report cards are shared with parents/guardians three times per year; midterm updates are sent home as well. During conferences in November and March, parents are shown student performance based upon progress monitoring measures.

Community members are informed about student academic achievements through newspaper articles, web-site information, and by means of monthly newsletters. The Curriculum Advisory Committee reviews all curriculum recommendations. The School Board is an active body committed to student achievement. PTA meetings often feature guest speakers on student learning initiatives. Title I Advisory Nights welcome parents to discuss student focused programming.

### **3. Sharing Lessons Learned:**

The staff at Dassel Elementary has been enthusiastically encouraged to share successful strategies with colleagues, both within and outside the district.

#### **District:**

Curriculum choices and best practices are shared among colleagues from the two elementary schools in the district. We have grade level meetings once a month where team leaders facilitate discussions regarding curriculum, instructional techniques, and interventions. District staff development strands, some led by members of our staff, are attended to learn about and collaborate on specific instructional techniques. Extended curriculum writing time occurs for in-depth focus on specific learning areas during the summer. In addition, Sharepoint, an inner-district warehouse that stores lessons/ideas to be shared among the staff, is frequently used. For instance, if a teacher develops an engaging SMARTboard math lesson, s/he can save it on Sharepoint so that colleagues from both buildings can access it for effective instruction.

Other ideas that have been shared within the district include:

- Olweus (anti-bullying) program activities;
- math and science enrichment group activities;
- Professional Learning Community (PLC) and Response to Intervention (RTI) progress and ideas;
- and the alignment of state standards (via our district curriculum committees).

#### **Local/State:**

Many members of our staff have been fortunate to share instructional techniques at the local and state level:

- Eight instructors have lead workshops at the MCTM (Minnesota Council of Teachers of Mathematics) annual conference.
- Our school nurse has met with neighboring school districts to discuss health issues and techniques.
- Our reading specialist has led Community Education Teacher Licensure classes.
- Two music teachers have presented SMARTboard instructional ideas for music instruction to colleges and state organizations.
- Paraprofessionals have led workshops at the State Paraprofessional Conferences.
- Two staff members have shared at Gifted and Talented Network meetings.
- Our principal has shared with neighboring districts about our RTI process.

- Our principal has co-led Title One parent meetings discussing such topics as state standards, local and state testing, and curriculum.

#### **Nation:**

Staff members have contributed at the national level:

- Many staff have contributed to professional list serves and professional magazines; our physical education teacher was featured in a national principals' magazine.
- Four instructors lead workshops at the NCTM (National Teachers of Mathematics) conference.

Sharing ideas with other educators helps not only in articulating what has supported our students to learn better, but also provides an audience in which to gain new ideas/ best practices to put into place here as well.

#### **4. Engaging Families and Communities:**

Dassel Elementary has enjoyed a long and strong relationship with families and community members. This can be seen in the paramount decision, dating back to 1974, to keep neighborhood schools in the district. These relationships among the school staff, community members, students, and families are intentional and nurtured! All stakeholders acknowledge and value the cooperative nature of these relationships as they impact student success. The high level of support is attributed to a positive and welcoming environment. Visitors, volunteers, and community members continually comment that they feel welcome when they walk in the front door. All staff members understand that the school climate is an integral component of our successful school.

##### **Engaging Families**

In our endeavor to develop the whole child, parents/guardians become allies through frequent updates conveying insights, concerns, strengths, and challenges. This shared partnership is developed through relationship building events, such as: Open House; Bingo for Books; STARS (after school program for children at-risk) parent nights; Donuts for Dads and Muffins for Mom; the Parent Advisory Committee; Conferences with 98% parent participation; and various classroom initiatives. Attention is given to our socioeconomic gradient to encourage participation in these events.

All grade levels send home a weekly (some grade levels nightly) curriculum update which is acknowledged by parents and returned to school. These communication pieces often involve an element of academic interaction between parent and student.

##### **Engaging Volunteers and Community**

An integral component at Dassel is the volunteer coordinator position. This position was established in 1994. Currently, 80 volunteers are registered and active throughout the year. Volunteers include parents, guardians, grandparents, and community members who are passionate about education! Volunteers average approximately 1800 donated hours annually. Highlights include: the Christmas Store Project where \$1,400.00 was donated to local food shelves; Jumprope for Heart; the Scholastic Book Fair; and the Arts, Academics, and Awards program. However, volunteers do not limit their involvement to special day events. Parents work with staff to organize enrichment activities such as science, electricity, and math camps. These camps are developed, run, and funded in a variety of ways through business donations, grants, the Parent Teacher Association (PTA), and other community donations.

Our community is informed and kept up to date about events and happenings through monthly school newsletters published to the school website, weekly/daily updates to the website, flyers and other information sent home, and by articles and pictures featured in the local newspapers.

### 1. Curriculum:

At Dassel Elementary, students study a rich and rigorous curriculum which is based on the high standards set by the State of Minnesota and by the Dassel-Cokato Public Schools.

Each curriculum area has a K-12 scope and sequence which is developed by a committee of teachers from each grade level and department. Each teacher is a member of at least one curriculum committee. These committees select new curriculum and ensure that our curriculum aligns with state standards. The scope and sequences are reviewed by the Curriculum Advisory Committee (CAC). The CAC consists of school staff and 18 community members who diligently review curriculum maps and associated materials in an attempt to meet the needs of our students and promote the standards of our unique community. The Board of Education approves the chosen curriculum. Each subject area is reviewed on a seven year cycle.

**Math:** Dassel Elementary uses Everyday Math as its core math curriculum. This program strives to teach mathematical content that is varied, rich, and rooted in real-world problems and applications. This program also encourages students to become lifelong mathematical thinkers. We use supplementary programs such as Rocket Math and Continental Math to support and enrich the Everyday Math curriculum.

**Language Arts:** The language arts curriculum is supported with the Storytown Series by Harcourt. This series features a strong, standards based content. The Storytown Anthology and leveled readers provide a sturdy framework to teach comprehension strategies, focus skills, grammar, robust vocabulary, spelling, and writing. This curriculum teaches the importance of writing and the six plus one traits. All grade levels use whole group instruction along with flexible small group instruction to meet the needs of individual students. Additional resources to teach and assess students are Reading Counts, Rigby Benchmarks, Read Naturally, and Words Their Way.

**Science:** Our elementary science curriculum was chosen to support our philosophy of hands-on learning. We use the Delta Science Modules to encourage students to apply the discovery method as a way to generate explanations for important scientific concepts.

**Social Studies:** We use the Macmillan/McGraw-Hill curriculum in social studies. The topics covered are My World, School and Family, Neighborhoods, Communities and States and Regions. These topics build a student's sense of self in their surroundings, help them to understand the structures of our nation, and encourage them to become productive citizens.

**Art:** The visual arts program at Dassel Elementary is Adventures in Art. It is designed to provide a balanced art education program, including the components of art history, aesthetics, art criticism and the production of art. Teachers believe in integrating art with other disciplines. Our programs incorporate elements of higher order thinking skills, creative problem solving, and critical response to society.

**Physical Education:** The focus of the physical education program is to provide daily physical activity, and encourage students to make life-long healthy choices. Motor skills and movement patterns are taught at a level that is appropriate for each student. In addition, students are encouraged to challenge themselves, support each other, and display good sportsmanship. To coincide with this, we use the Your Health program from Harcourt-Brace.

**Music:** Dassel Elementary provides an opportunity for all students to discover, learn, develop, and refine their musical knowledge and skills through comprehensive experiences. Students gain a greater

understanding of music, an appreciation for the art of music, the deeper meaning it communicates, and its lifelong value.

**Digital Learning:** Students have weekly computer classes to reinforce instruction and broaden their keyboarding and technology skills through guided projects related to curriculum objectives. Their digital learning experience may involve work with PowerPoint, Microsoft Word, and the Senteo Response System.

## **2. Reading/English:**

A variety of reading approaches are used within Dassel Elementary to provide the foundation for reading success. Reading is primarily taught through a basal reading program chosen after evaluating our needs, considering research, and working collaboratively with K-6 district teachers, principals, and Curriculum Advisory Committee (CAC) members. Some major components include: a variety of real literature; guided reading materials that allow us to flexibly group students; and rich language arts curricula including spelling, grammar, vocabulary, and writing to promote strong readers and writers. The curriculum cycle monitors the effectiveness of our curricula, recently evaluated and aligned as compliant with current ELA standards.

Our reading methods involve working with the whole group, small flexible groups, and with students individually. Within this basic framework, supplemental programs promote fluency, comprehension, and vocabulary. Experienced teachers coordinate highly qualified paraprofessionals, student helpers, volunteers, peer 'reading buddies', at home reading, and specialists, so they all work together to provide for needs. We uniquely offer intense early intervention by our reading specialist, and mid-level support by our Minnesota Reading Corps member for grades 1-3.

While the basal series provides good support for most learners, no one basal series can possibly meet the needs of all students. We use assessments to determine extra support needed in a variety of ways:

**Under performing students:** (below grade level / 40% or lower)

- Leveled short stories to improve comprehension and decoding
- Targeted practice with skills and strategies
- Individualized interventions determined by the RTI team
- 1:1 instruction for the lowest 20% of our first grade students
- IEP students receive 3 tiered instruction in a companion curriculum

**Higher achieving students:** (At or above grade level)

- Odyssey- gifted and talented program for the top percent of 4th graders
- Book clubs- student selected literature, media specialist guidance
- Literature circles with teacher or parent volunteers
- Individual challenges- contracts, "Reading Counts", technology-based activities at school
- Parent portal weblinks

We provide for the needs of all learners through carefully selected resources and implementations that involve a variety of people to model and encourage reading. At Dassel Elementary students will encounter meaningful and fun reading, and be exposed to a strong media center with school and community reading events to motivate families, value reading, and develop our students as life-long readers. Dassel Elementary will continue to find effective challenges for reading success at all levels.

### **3. Mathematics:**

The math curricula that Dassel Elementary has chosen for the past 20 years have been thoroughly researched by teachers, principals, and CAC (Curriculum Advisory Committee) members. Standards-based curricula have been chosen because they follow a constructivist model, where students learn through hands-on experiences and build concepts that relate learning to the real-world. Math curricula have also correlated with language arts and science curricula, so that students see that math is fundamental in many areas of learning. Within the framework of the curriculum, skills spiral so that learning is continually reviewed and scaffolded. To accommodate different learning styles, students are engaged in skill development through a plethora of manipulatives, daily SMARTboard and computer activities, video clips and songs. Teachers model and encourage diverse thinking strategies among learners and metacognition is practiced throughout lessons to attain higher-level thinking. In addition to our core math curriculum, we have implemented a researched-based facts program that instills the development of math fact automaticity.

The philosophy of our math curriculum recommends implementation within heterogeneous classrooms; the staff fully supports this model and presents experiences in kindergarten through third grade in this way. Fourth graders are divided according to their abilities. However, flexible grouping is a strong component within these skill groups so that the integrity of the program is maintained.

Students who perform below grade level (as determined by standardized tests or formative assessments) participate in small groups or individualized learning activities. Activities are designed and formatted by teachers for implementation by a variety of people. Teachers, paraprofessionals, high school students from child development classes, and parent volunteers cooperatively execute these differentiated learning opportunities for mastery of skills. Prior to standardized testing (Minnesota Comprehensive Assessments), students who need additional help are invited to participate in an after-school program. Math skills/vocabulary and test-taking strategies are taught to help students prepare. Those who qualify for special education services not only participate in classroom lessons and activities, but also receive support through companion curriculums to best meet their individual needs.

In addition to extension activities offered in classrooms and in our gifted/talented program, volunteers carry out teacher-designed, challenge activities for students performing above grade level. These activities include Continental Math League problems, NCTM Family Math Activities, Logic Safari puzzles, computer/board games, drama, and experiments. Math enrichment groups meet twice-weekly.

By providing strong curriculums and diverse, student-centered activities, each student receives a foundation for a lifetime of success with mathematics.

### **4. Additional Curriculum Area:**

At Dassel Elementary, physical education (PE) is recognized as an essential piece of each student's overall development. PE is foundational for physical, cognitive, and affective success for their "tomorrows."

The PE curriculum at Dassel Elementary aligns with the National Association for Sports and Physical Education (NASPE). Motor skills and movement patterns are taught in a developmentally appropriate sequence. Children are challenged at their ability level. They are given a variety of choices such as equipment, the level of difficulty, and competition level. Movement and fitness concepts are also given

attention in daily lessons. We offer daily PE; therefore meet the NASPE guideline of 150 minutes per week of instruction by a PE specialist. With this daily routine, students reach a high level of fitness and come to value physical activity and all of its benefits. Even our half-time Kindergarteners have quality movement opportunities. We want our students physically educated for a lifetime.

Cognitive knowledge is not limited to the PE related curriculum. Recent brain research has brought to our attention how movement impacts learning. Math and reading concepts are reinforced through games and activities. Students also learn about anatomy and body systems. As active members of Dassel Elementary Professional Learning Communities, PE staff works with classroom teachers to meet learning goals. The gym is often transformed in order to make learning come alive. The gymnasium at Dassel Elementary is a classroom where children are moving to learn, not just learning to move.

The third area that is essential to our mission of “building a better tomorrow” is the affective domain. PE is rich with opportunities to build character. Students are encouraged to take healthy risks, support their classmates, learn to be gracious winners, and learn how to cope when they fail. Honesty, respect, and responsibility are imbedded into each activity. Students are given a safe environment to try skills without fear of ridicule. As a result, they are eager to attend class.

We accomplish these goals by giving students many unique and exciting opportunities. Some highlights are in-line skating, a climbing wall, theme related obstacle courses, technology, and Jump Rope for Heart.

Jocelyn Elders sums it up well: “You can’t educate a child who isn’t healthy and you can’t keep a child healthy who isn’t educated.”

## **5. Instructional Methods:**

Staff members at Dassel Elementary are committed to the academic success of all students and firmly believe all students can learn. This is demonstrated daily in lessons, activities, and interventions provided by ‘highly qualified’ teams of professionals. During collaboration meetings of Professional Learning Community (PLC) teams, Response to Intervention (RTI) teams, and Special Education teams, instructional methods are discussed to meet the needs of students.

The Harcourt Storytown Reading series is utilized as the core reading curriculum. This series emphasizes reading development in the five core reading areas of phonemic awareness, phonics, vocabulary development, comprehension and fluency. Each lesson is designed to provide students with grade level instruction; differentiated and leveled materials are provided to support students at additional levels. Guided reading groups are a focal point in all classrooms. At lower grade levels, the Daily 5® curriculum is used to provide structure to the leveled reading experience.

The math curriculum is supported by the Everyday Math series. This research based series utilizes a spiral approach to skill building and is aligned with the Minnesota State Standards. Each lesson has components of whole group instruction in addition to individualized growth opportunities through the use of centers, games, explorations, and enrichment activities.

Instruction is modified to promote student learning and achievement for subgroups with varying needs. Some of these modifications include delivery methods such as auditory, visual, and kinesthetic approaches. Staff members strive to deliver instruction by utilizing Bloom’s Taxonomy. Teachers use hands-on materials, manipulatives, picture stories, computer stations, games involving cubes and cards, Smartboard activities, You Tube, web-based learning, color overlays, electronic student response systems, and active learning techniques.

Differentiated instruction happens on a daily basis and is used to remediate and/or extend student thinking and learning. The differentiating process begins with understanding and identifying the unique needs and

abilities of each student. Teachers use a variety of assessments and assessment strategies to measure student performance (See Using Assessment Results). The NWEA DesCartes program is one tool used to identify skill areas that align to the MCA strand areas and supplement and/or extend learning opportunities.

Technology is effectively used across the core curriculums as students create projects. Microsoft Word is used for stories, poems, and communication. Math is extended and enriched through Excel cells and spreadsheets. Publisher is used to create brochures, and PowerPoint is used to create adventure stories in which readers are allowed to choose their own endings.

## **6. Professional Development:**

Professional development at Dassel Elementary is on-going, and supported in a variety of ways. Our teaching staff is trained through weekly staff meetings, weekly Professional Learning Communities, curriculum development opportunities, and through several in-service days throughout the school year called “strand days”. Grade level representatives and the principal attend monthly staff development meetings to discuss needs, budgets, and relevant topics. Dassel building representatives also attend district meetings several times a year to plan strands, and other district offerings.

Our district has a long history of strongly supporting staff development. Minnesota law no longer requires districts to set aside money for staff development. However, our district has continued to provide funding for Professional Learning Communities, technology upgrades, and curriculum adoption and implementation. Standards are carefully examined and aligned with our curriculum. Representatives from each grade level work collaboratively on this. As needed, individuals or specific groups may request staff development funds to further their educational needs.

Our staff participates in “strand days” offered throughout the year. A district team of teachers, with representatives from each site, meet 2-3 times a year for planning and reflecting on staff development issues. The team develops the menu of strand options and oversees the entire process. In addition, this team works together to prepare information that will be included in an annual state report. Teachers are able to choose a particular topic of study for the year. This strand concept was developed to help teachers learn and implement new ideas over a course of time. Specialist groups have often had their own strand tailored to fit their specific needs. All strand participants are asked to fill out a survey after each strand meeting to reflect on what they are learning, and how it is impacting student achievement.

We have three building sites within our district, and each of them has money set aside that can be used for a variety of staff needs. Each site has a representative committee that meets monthly to monitor the budget, talk about needs and relevant topics, and to award Exemplary grants when there is money available. Teachers apply for these grants to work on specific projects that support the standards and curriculum.

Our district has fully supported individuals and specific groups in their staff development needs. Currently Dassel Elementary has many teachers with education beyond the minimum requirement. There are fifteen teachers that have their Master’s Degree and above.

## **7. School Leadership:**

The leadership structure at Dassel Elementary is multi-faceted and contains policies, programs, relationships and resources which focus on supporting student achievement.

- Our principal emphasizes that every student is important and that together we can ‘Make a Difference’. She supports student success by collaboratively working with the staff to set student focused goals, to implement quality curriculum and programming, and to study data that allows for appropriate intervention/enrichment implementation.

- Professional Learning Communities (PLC) are led by teachers that have attended the *Professional Learning Communities at Work Institute* featuring Richard and Rebecca DuFour or are participating in leadership training. All teachers meet once a week for 30 minutes to discuss student progress and goal setting.
- The RTI (Response to Intervention) Team is vital in establishing individual support for students. This team consists of four classroom teachers, a special education teacher, a social worker and principal.
- Curriculum Committees focus on researching and selecting curriculum to meet state standards and meet student needs. The committees consist of the District Curriculum Coordinator, grade level teachers, specialists, and our principal.
- We have one Volunteer Coordinator in our building who wears many hats. Our coordinator schedules and works with volunteers that come into our building on a daily basis. The coordinator organizes many school-wide events.
- Our Character Education Team and Olweus Anti-Bullying Team write curricula for the year. The writing teams consist of a social worker, classroom teachers, paraprofessionals, and principal.
- CARE Group Leaders are responsible for implementing character education and Olweus (anti-bullying) activities with our students. Students meet with their CARE Group leader once a day for 30 minutes. Nine paraprofessionals lead our CARE Groups.
- STARS and Jumpstart are before and after-school programs that work with our at-risk students. The leaders consist of a social worker, two classroom teachers, and three paraprofessionals.
- The New Teacher Mentor Program is led by classroom teachers and its purpose is to match master teachers for new teachers entering our building. New teachers are in this program for three years or until they are tenured.
- Our Media Specialist is a certified teacher who coordinates our media resources, technology, and research projects for the building.
- Our Reading Specialist is a certified teacher who works with Kindergartners and first graders to incorporate early reading interventions. Our reading specialist is also the internal coach for the Minnesota Reading Corps member in our building.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: MCA - II/MCA - III

Edition/Publication Year: 2003/2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	91	95	91	93	76
Exceeds	43	55	44	45	28
Number of students tested	72	66	82	82	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	88	88	81	88	78
Exceeds	35	44	35	35	17
Number of students tested	26	25	26	26	18
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	0	3	2	2	1
<b>4. Special Education Students</b>					
Meets/Exceeds	60	56	79	64	50
Exceeds	30	13	7	29	10
Number of students tested	10	16	14	14	10
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	0	1	0	2	2
<b>6. Asian</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	2	1	1	1	1
<b>NOTES:</b>					
The Minnesota State tests were changed for the 2010 - 2011 school year. The MCA - II's changed to the MCA - III's. The rigor was increased from the previous testing requirements.					

12MN3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: MCA - II

Edition/Publication Year: 2003 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	96	69	92	90	92
Exceeds	75	60	59	67	58
Number of students tested	72	66	82	81	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	3	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	95	80	85	84	83
Exceeds	57	60	46	60	44
Number of students tested	26	25	26	25	18
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	0	3	2	1	1
<b>4. Special Education Students</b>					
Meets/Exceeds		47	71	64	40
Exceeds		27	36	36	10
Number of students tested	9	15	14	14	10
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	0	1	0	2	2
<b>6. Asian</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	2	1	1	1	1
<b>NOTES:</b>					

12MN3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: MCA II/MCA III

Edition/Publication Year: 2003/2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	84	81	83	85	74
Exceeds	48	30	33	40	29
Number of students tested	67	79	83	75	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	2
Percent of students alternatively assessed	0	1	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	88	63	63	88	58
Exceeds	40	21	30	25	21
Number of students tested	29	19	27	16	24
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	3	1	3	0	3
<b>4. Special Education Students</b>					
Meets/Exceeds	47	50	47	73	35
Exceeds	27	11	0	45	6
Number of students tested	15	18	15	11	17
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	2	0	2	2	0
<b>6. Asian</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	1	1	1	1	1
<b>NOTES:</b>					
The Minnesota State tests were changed for the 2010 - 2011 school year. The MCA - II's changed to the MCA - III's. The rigor was increased from the previous testing requirements.					

12MN3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: MCA - II

Edition/Publication Year: 2003 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets/Exceeds	93	82	89	91	81
Exceeds	57	38	45	57	48
Number of students tested	67	78	83	75	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	2
Percent of students alternatively assessed	0	1	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	90	68	79	94	75
Exceeds	48	21	32	38	33
Number of students tested	29	19	28	16	24
<b>2. African American Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	3	1	3	0	3
<b>4. Special Education Students</b>					
Meets/Exceeds	50	55	73	64	39
Exceeds	19	28	33	27	17
Number of students tested	16	18	15	11	18
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	2	0	2	2	0
<b>6. Asian</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	1	1	1	1	1
<b>NOTES:</b>					

12MN3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Meets/Exceeds	87	87	86	89	74
Exceeds	45	41	38	42	28
Number of students tested	139	145	165	157	151
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	2
Percent of students alternatively assessed	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	88	77	71	88	66
Exceeds	37	34	32	31	19
Number of students tested	55	44	53	42	42
<b>2. African American Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	3	4	5	2	4
<b>4. Special Education Students</b>					
Meets/Exceeds	52	52	62	67	40
Exceeds	28	11	3	36	7
Number of students tested	25	34	29	25	27
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	2	1	2	4	2
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	3	2	2	2	2
<b>NOTES:</b>					

12MN3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Meets/Exceeds	94	76	90	90	86
Exceeds	66	48	51	62	52
Number of students tested	139	144	165	156	151
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	0	2
Percent of students alternatively assessed	1	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds	92	74	81	87	78
Exceeds	52	43	38	51	37
Number of students tested	55	44	54	41	42
<b>2. African American Students</b>					
Meets/Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	3	4	5	1	4
<b>4. Special Education Students</b>					
Meets/Exceeds	52	51	72	64	39
Exceeds	16	27	34	32	14
Number of students tested	25	33	29	25	28
<b>5. English Language Learner Students</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	2	1	2	4	2
<b>6.</b>					
Meets/Exceeds					
Exceeds					
Number of students tested	3	2	2	2	2
<b>NOTES:</b>					

12MN3